**Literacy Acceleration**

**Name:**

**Tutor Group:**

**Teacher:**

**Current R Level:**

**Current W Level:**

**Target R Level:**

**Target W Level:**

**2012-2013**

**English Department**

**Forrester High School**

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Animal Report



Factual Writing

**Animal Report**

Have I remembered to:

* introduce my topic:

What Why where from

* use sub-headings:

Underlined brief clear

* include certain information:

facts statistics quotes

* use my own words:
* use formal language:

no abbreviations no slang/colloquial words

* check spelling: dictionary
* check vocabulary: thesaurus
* check sentences: capital letters full stops
* include images:
* include references:

Peer and Self Assessment

Animal Report

Self Assessment – judging your own work.

Q1. Did you include all of the items named on your

checklist?

A1. YES NO

Q2. If no, which ones did you miss out?

A2.

Q3. What do you think you did well in this report?

A3.

Q4. What would you do better next time and why?

A4.

Peer Assessment – judging your friend’s work.

Q1. Did he/she include all of the items named on their

checklist?

A1. YES NO

Q2. If no, which ones did they miss out?

A2.

Q3. What do you think they did well in this report?

A3.

Q4. What should they do better next time and why?

A4.

**Informative Writing – Animal Report**

What did I do well in this informative report?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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What are my targets for my next report?

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End of Unit

Animal Report

has successfully completed a unit on writing an Animal Report.

Grade Achieved:

Date:

Teacher’s Signature:

Parental/Guardian signature and comment:

Unit Questionnaire – Animal Report

Q1. Name up to 3 things you enjoyed about this unit?

A1.

Q2. Was there anything you did not enjoy about this

unit?

A2. Yes No

Q3. If yes, what was it you did not enjoy and why?

A3.

Q4. Did your teacher make it clear what you were learning and how to do it well: Objectives and Success Criteria?

A4. Yes No

Q5. Do you understand why these were used?

5. Yes No

Q6. How much homework time was spent on this task?

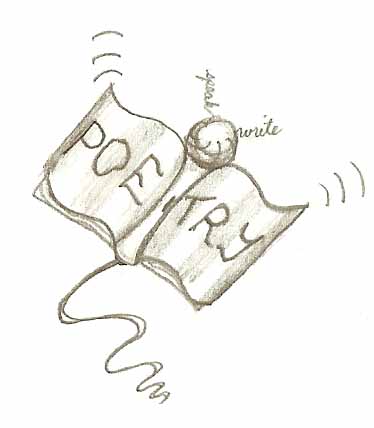
A6

Q7. What would you like your teacher to do differently

next time?

A7.

Critical Essay:



Critical Response to Reading- Poetry

**Critical Response to Poetry**

**Introduction-** Tick what you have remembered to include:

Title of the poem.

Poet’s name.

The type of poem it is: romance; adventure; animal

Plot summary – what the poem is about.

Themes –what the poet wants you to think about.

Link to task – say what you are going to do in your essay.

**Main Paragraphs** – Tick what you have remembered to include:

Pick a point in the poem you want to talk about.

Say what the technique is: simile, metaphor, rhyme, good word choice.

**Context** –what is happening at this point in the poem.

**Quote** – evidence from this part in the poem.

**Analysis** – how does this part of the poem help you answer the essay question.

Explain what works well about the technique you have chosen.

How does this technique link to the essay question and theme.

**Conclusion –** Tick what you have remembered to include:

Answer the essay question.

Summarise the main point from each of the main paragraphs.

Talk about the theme/main message.

Say what the poet has done well and why you think so.

Peer and Self Assessment

CEL poetry

Self Assessment – judging your own work.

Q1. Did you include all of the items named on your

checklist?

A1. YES NO

Q2. If no, which ones did you miss out?

A2.

Q3. What do you think you did well in this report?

A3.

Q4. What would you do better next time and why?

A4.

Peer Assessment – judging your friend’s work.

Q1. Did he/she include all of the items named on their

checklist?

A1. YES NO

Q2. If no, which ones did they miss out?

A2.

Q3. What do you think they did well in this report?

A3.

Q4. What should they do better next time and why?

A4.

**Critical Evaluation of Poetry**

What did I do well in this essay?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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What are my targets for my next essay?

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End of Unit -

CEL Poetry

has successfully completed a unit on writing a Critical Essay on Poetry.

Grade Achieved:

Date:

Teacher’s Signature:

Parental/Guardian signature and comment:

Unit Questionnaire – CEL Poetry

Q1. Name up to 3 things you enjoyed about this unit?

A1.

Q2. Was there anything you did not enjoy about this

unit?

A2. Yes No

Q3. If yes, what was it you did not enjoy and why?

A3.

Q4. Did your teacher make it clear what you were learning and how to do it well: Objectives and Success Criteria?

A4. Yes No

Q5. Do you understand why these were used?

A5. Yes No

Q6. How much homework time was spent on this task?

A6

Q7. What would you like your teacher to do differently

next time?

A7.

Talk:



Individual

**Individual Talk**

Tick what you have remembered to:

Choose a topic that will interest my audience?

Begin my talk with an ‘attention grabbing’ opening?

Speak loud enough to be heard?

Speak clearly enough to be understood?

Only use my notes on occasion, to help my memory, and not read from them?

Raise my head and make sure I look around my audience?

Change my tone, depending on what I am saying?

Change my pace, but not going too fast or too slow?

Use humour (if it suits my topic) and smile?

RELAX, BREATHE and to not fidget?

Speak fluently, not using lots of pauses or ‘ums’ and ‘ehs’?

Conclude my talk by rounding up neatly?

Use props effectively, to make my talk interesting and involve my audience?

Ask if anyone has any questions?

Peer and Self Assessment

Individual Talk

Self Assessment – judging your own work.

Q1. Did you include all of the items named on your

checklist?

A1. YES NO

Q2. If no, which ones did you miss out?

A2.

Q3. What do you think you did well in this critical essay?

A3.

Q4. What would you do better next time and why?

A4.

Peer Assessment – judging your friend’s work.

Q1. Did he/she include all of the items named on their

checklist?

A1. YES NO

Q2. If no, which ones did they miss out?

A2.

Q3. What do you think they did well in this critical essay?

A3.

Q4. What should they do better next time and why?

A4.

**Listening and Talk – Film**

What did I do well in this talk/presentation?

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What are my targets for my next talk/presentation?

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End of Unit

Individual Talk

has successfully completed a unit on presenting an individual talk.

Grade Achieved:

Date:

Teacher’s Signature:

Parental/Guardian signature and comment:

Unit Questionnaire

Individual Talk

Q1. Name up to 3 things you enjoyed about this unit?

A1.

Q2. Was there anything you did not enjoy about this

unit?

A2. Yes No

Q3. If yes, what was it you did not enjoy and why?

A3.

Q4. Did your teacher make it clear what you were learning and how to do it well: Objectives and Success Criteria?

A4. Yes No

Q5. Do you understand why these were used?

A5. Yes No

Q6. How much homework time was spent on this task?

A6

Q7. What would you like your teacher to do differently

next time?

A7.

Imaginative

Fantasy Story:



Imaginative Response to Prose

**Imaginative Fantasy Short Story**

Tick what you have remembered to:

* Use descriptive words and phrases, using adjectives?
* Use the five senses to set a fantasy scene?
* Create believable characters with fantasy elements?
* Create a plot that grabs the reader’s attention?
* Create an atmosphere that suits my topic, like excitement or sadness?
* Think about my readers? What do I want them to feel?
* Use either a cliff-hanger or a resolution ending to my story?

Peer and Self Assessment

Heroes and Villains

Self Assessment – judging your own work.

Q1. Did you include all of the items named on your

checklist?

A1. YES NO

Q2. If no, which ones did you miss out?

A2.

Q3. What do you think you did well in this report?

A3.

Q4. What would you do better next time and why?

A4.

Peer Assessment – judging your friend’s work.

Q1. Did he/she include all of the items named on their

checklist?

A1. YES NO

Q2. If no, which ones did they miss out?

A2.

Q3. What do you think they did well in this report?

A3.

Q4. What should they do better next time and why?

A4.

**Imaginative Writing – Short Story**

What did I do well in this essay?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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What are my targets for my next essay?

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End of Unit

Heroes and Villains

has successfully completed a unit on writing an Imaginative Fantasy Story.

Grade Achieved:

Date:

Teacher’s Signature:

Parental/Guardian signature and comment:

Unit Questionnaire

Heroes and Villains

Q1. Name up to 3 things you enjoyed about this unit?

A1.

Q2. Was there anything you did not enjoy about this

unit?

A2. Yes No

Q3. If yes, what was it you did not enjoy and why?

A3.

Q4. Did your teacher make it clear what you were learning and how to do it well: Objectives and Success Criteria?

A4. Yes No

Q5. Do you understand why these were used?

A5. Yes No

Q6. How much homework time was spent on this task?

A6

Q7. What would you like your teacher to do differently

next time?

A7.

Informative

Letter:



Functional Writing

**Functional Letter**

Tick what you have remembered to:

Write my address in the top right hand corner?

Miss a line and put today’s date under my address?

Miss a line under the date and written the name of the person I am writing to on the left hand side?

Miss a line on the left and write the person’s job title (if it suits my letter) under their name?

Have a remembered to miss another line, on the left, and write the person’s address?

Miss a line and write ‘Dear’ then the person’s name or ‘Dear Sir/Madam if I am not sure of their name?

Miss a line and put the main point of the letter in a topic sentence?

Miss a line and write out the main body of my essay, using paragraphs?

Sign off the letter, using ‘Yours sincerely’ if I know the recipient’s name, or ‘Yours faithfully’ if I don’t?

Sign and print my name at the bottom of the page?

Check that I have used formal language, without abbreviations, slang or colloquialisms?

Check my spelling and punctuation?

Peer and Self Assessment

Formal Letter

Self Assessment – judging your own work.

Q1. Did you include all of the items named on your

checklist?

A1. YES NO

Q2. If no, which ones did you miss out?

A2.

Q3. What do you think you did well in this critical essay?

A3.

Q4. What would you do better next time and why?

A4.

Peer Assessment – judging your friend’s work.

Q1. Did he/she include all of the items named on their

checklist?

A1. YES NO

Q2. If no, which ones did they miss out?

A2.

Q3. What do you think they did well in this critical essay?

A3.

Q4. What should they do better next time and why?

A4.

**Functional Writing – Letter**

What did I do well in this letter?

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What are my targets for my next letter?

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End of Unit-

Formal Letter

has successfully completed a unit on writing a Formal Letter.

Grade Achieved:

Date:

Teacher’s Signature:

Parental/Guardian signature and comment:

Unit Questionnaire

Formal Letter

Q1. Name up to 3 things you enjoyed about this unit?

A1.

Q2. Was there anything you did not enjoy about this

unit?

A2. Yes No

Q3. If yes, what was it you did not enjoy and why?

A3.

Q4. Did your teacher make it clear what you were learning and how to do it well: Objectives and Success Criteria?

A4. Yes No

Q5. Do you understand why these were used?

A5. Yes No

Q6. How much homework time was spent on this task?

A6

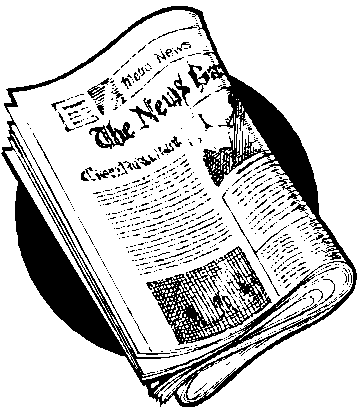
Q7. What would you like your teacher to do differently

next time?

A7.

Newspaper

Report



Functional Writing

**Newspaper Report**

Tick what you have remembered to include:

* **a Headline that is:** bold catchy brief
* **an opening section**

**with key facts:**  who what where when

* **more detail in the**

**rest of the article:** what why how

* **interview quotes:**

quotation person who

marks said it

* **an ending that looks to the future:**

what next who will be

involved

* **journalese words:**
* **pictures:**
* **caption(s):**

Peer and Self Assessment

Newspaper report

Self Assessment – judging your own work.

Q1. Did you include all of the items named on your

checklist?

A1. YES NO

Q2. If no, which ones did you miss out?

A2.

Q3. What do you think you did well in this individual talk?

A3.

Q4. What would you do better next time and why?

A4.

Peer Assessment – judging your friend’s work.

Q1. Did he/she include all of the items named on their

checklist?

A1. YES NO

Q2. If no, which ones did they miss out?

A2.

Q3. What do you think they did well in this individual talk?

A3.

Q4. What should they do better next time and why?

A4.

**Imaginative – Newspaper Article**

What did I do well in this newspaper article?

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What are my targets for my next newspaper article?

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End of Unit-

Newspaper Report

has successfully completed a unit on writing a Newspaper Report.

Grade Achieved:

Date:

Teacher’s Signature:

Parental/Guardian signature and comment:

Unit Questionnaire

Newspaper Report

Q1. Name up to 3 things you enjoyed about this unit?

A1.

Q2. Was there anything you did not enjoy about this

unit?

A2. Yes No

Q3. If yes, what was it you did not enjoy and why?

A3.

Q4. Did your teacher make it clear what you were learning and how to do it well: Objectives and Success Criteria?

A4. Yes No

Q5. Do you understand why these were used?

A5. Yes No

Q6. How much homework time was spent on this task?

A6

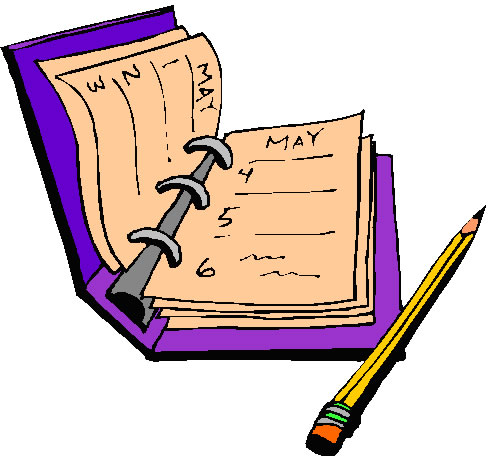
Q7. What would you like your teacher to do differently

next time?

A7.

Diary/

Journal:



Imaginative

Writing

**Imaginative Writing: Diary/Journal Extract:**

Tick what you have remembered to:

* write using first person: I, me, my?
* include a date/time for each entry?
* write about my experiences, in the context of my expedition?
* include my thoughts, feelings, hopes and concerns?
* write using informal language: abbreviations, slang?

Peer and Self Assessment

Diary/Journal Extract

Self Assessment – judging your own work.

Q1. Did you include all of the items named on your

checklist?

A1. YES NO

Q2. If no, which ones did you miss out?

A2.

Q3. What do you think you did well in this critical essay?

A3.

Q4. What would you do better next time and why?

A4.

Peer Assessment – judging your friend’s work.

Q1. Did he/she include all of the items named on their

checklist?

A1. YES NO

Q2. If no, which ones did they miss out?

A2.

Q3. What do you think they did well in this critical essay?

A3.

Q4. What should they do better next time and why?

A4.

**Imaginative Writing – Diary**

What did I do well in this diary entry?

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What are my targets for my next diary entry?

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End of Unit-

Diary/Journal Extract

has successfully completed a unit on writing a Diary/Journal Extract.

Grade Achieved:

Date:

Teacher’s Signature:

Parental/Guardian signature and comment:

Unit Questionnaire

Diary/Journal Extract

Q1. Name up to 3 things you enjoyed about this unit?

A1.

Q2. Was there anything you did not enjoy about this

unit?

A2. Yes No

Q3. If yes, what was it you did not enjoy and why?

A3.

Q4. Did your teacher make it clear what you were learning and how to do it well: Objectives and Success Criteria?

A4. Yes No

Q5. Do you understand why these were used?

A5. Yes No

Q6. How much homework time was spent on this task?

A6

Q7. What would you like your teacher to do differently

next time?

A7.

Informative

Report:



Functional

Writing

**Informative Report**

Tick what you have remembered to:

* introduce my destination:

Name place

* group similar information into paragraphs:

Examples -

Climate animals people

* include evidence:

Facts statistics quotes

* use my own words:
* use formal language:

No abbreviations no slang/colloquial words

* check spelling: dictionary
* check vocabulary: thesaurus
* check sentences: capital letters full stops
* include images:
* include references:

Peer and Self Assessment

Informative Report

Self Assessment – judging your own work.

Q1. Did you include all of the items named on your

checklist?

A1. YES NO

Q2. If no, which ones did you miss out?

A2.

Q3. What do you think you did well in this critical essay?

A3.

Q4. What would you do better next time and why?

A4.

Peer Assessment – judging your friend’s work.

Q1. Did he/she include all of the items named on their

checklist?

A1. YES NO

Q2. If no, which ones did they miss out?

A2.

Q3. What do you think they did well in this critical essay?

A3.

Q4. What should they do better next time and why?

A4

**Informative Writing – Report**

What did I do well in this informative report?

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What are my targets for my next report?

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End of Unit-

Informative Report

has successfully completed a unit on writing an Informative Report on a destination of their choice.

Grade Achieved:

Date:

Teacher’s Signature:

Parental/Guardian signature and comment:

Unit Questionnaire

Informative Report

Q1. Name up to 3 things you enjoyed about this unit?

A1.

Q2. Was there anything you did not enjoy about this

unit?

A2. Yes No

Q3. If yes, what was it you did not enjoy and why?

A3.

Q4. Did your teacher make it clear what you were learning and how to do it well: Objectives and Success Criteria?

A4. Yes No

Q5. Do you understand why these were used?

A5. Yes No

Q6. How much homework time was spent on this task?

A6

Q7. What would you like your teacher to do differently

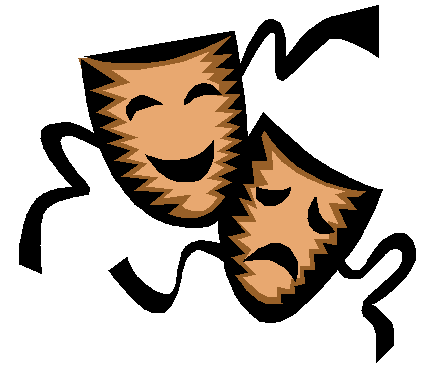
next time?

A7.

Extension Tasks

1. CEL Drama
2. CEL Prose
3. Imaginative Response Poetry

Critical Essay:



Critical Response to Reading-

Drama

**Critical Response to Drama**

**Introduction-** Tick what you have remembered to include:

Title of the drama.

Dramatist’s name.

The type of drama it is: romance; adventure; thriller

Plot summary – what is the story about; who is in it; where/when is it set.

Themes –what is the author getting you to think about.

Link to task – say what you are going to do in your essay.

**Main Paragraphs** –Tick what you have remembered to include:

Pick a main event in the drama that helps you answer the essay question.

**Context** –what is happening; where/when; and who is involved.

**Quote** – evidence from this part in the drama.

**Analysis** –what does this event have to do with the essay question.

- How does this event link to the theme.

**Conclusion –** Tick what you have remembered to include:

Answer the essay question.

Summarise the main point from each of the main paragraphs.

Talk about the theme/main message.

Say what the dramatist has done well and why you think so.

Peer and Self Assessment

CEL - Drama

Self Assessment – judging your own work.

Q1. Did you include all of the items named on your

checklist?

A1. YES NO

Q2. If no, which ones did you miss out?

A2.

Q3. What do you think you did well in this critical essay?

A3.

Q4. What would you do better next time and why?

A4.

Peer Assessment – judging your friend’s work.

Q1. Did he/she include all of the items named on their

checklist?

A1. YES NO

Q2. If no, which ones did they miss out?

A2.

Q3. What do you think they did well in this critical essay?

A3.

Q4. What should they do better next time and why?

A4.

**Critical Evaluation of Drama**

What did I do well in this essay?

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What are my targets for my next essay?

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End of Unit

Critical Essay on Drama

has successfully completed a unit on writing a Critical Essay on Drama.

Grade Achieved:

Date:

Teacher’s Signature:

Parental/Guardian signature and comment:

Unit Questionnaire

Critical Essay on Drama

Q1. Name up to 3 things you enjoyed about this unit?

A1.

Q2. Was there anything you did not enjoy about this

unit?

A2. Yes No

Q3. If yes, what was it you did not enjoy and why?

A3.

Q4. Did your teacher make it clear what you were learning and how to do it well: Objectives and Success Criteria?

A4. Yes No

Q5. Do you understand why these were used?

A5. Yes No

Q6. How much homework time was spent on this task?

A6

Q7. What would you like your teacher to do differently

next time?

A7.

Critical Essay:



Critical Response to Reading-

Prose

**Critical Response to Prose**

**Introduction-** Tick what you have remembered to include:

Title of the novel/short story.

Author’s name.

The type of story it is: romance; adventure; thriller

Plot summary – what is the story about; who is in it; where/when is it set.

Themes –what is the author getting you to think about.

Link to task – say what you are going to do in your essay.

**Main Paragraphs** – Tick what you have remembered to include:

Pick a main event in the story that helps you answer the essay question.

**Context** –what is happening; where/when; and who is involved.

**Quote** – evidence from this part in the drama.

**Analysis** –what does this event have to do with the essay question.

- How does this event link to the theme.

**Conclusion –** Tick what you have remembered to include:

Answer the essay question.

Summarise the main point from each of the main paragraphs.

Talk about the theme/main message.

Say what the author has done well and why you think so.

Peer and Self Assessment

Critical Evaluation – Prose

Self Assessment – judging your own work.

Q1. Did you include all of the items named on your

checklist?

A1. YES NO

Q2. If no, which ones did you miss out?

A2.

Q3. What do you think you did well in this critical essay?

A3.

Q4. What would you do better next time and why?

A4.

Peer Assessment – judging your friend’s work.

Q1. Did he/she include all of the items named on their

checklist?

A1. YES NO

Q2. If no, which ones did they miss out?

A2.

Q3. What do you think they did well in this critical essay?

A3.

Q4. What should they do better next time and why?

A4.

**Critical Evaluation of Novel**

What did I do well in this essay?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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What are my targets for my next essay?

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End of Unit

CEL Prose

has successfully completed a unit on writing a Critical Essay on Prose.

Grade Achieved:

Date:

Teacher’s Signature:

Parental/Guardian signature and comment:

Unit Questionnaire

CEL Prose

Q1. Name up to 3 things you enjoyed about this unit?

A1.

Q2. Was there anything you did not enjoy about this

unit?

A2. Yes No

Q3. If yes, what was it you did not enjoy and why?

A3.

Q4. Did your teacher make it clear what you were learning and how to do it well: Objectives and Success Criteria?

A4. Yes No

Q5. Do you understand why these were used?

A5. Yes No

Q6. How much homework time was spent on this task?

A6

Q7. What would you like your teacher to do differently

next time?

A7.

Imaginative

Poetry:



Imaginative Response

To Poetry

**Imaginative Response to Poetry**

Tick what you have I remembered to:

* Use descriptive words and phrases, using adjectives?
* Use the five senses to set the scene?
* Follow the poet’s style: rhyming scheme; topic; techniques?
* Create an atmosphere that suits my topic, like excitement or sadness?
* Think about my readers? What do I want them to feel?

Peer and Self Assessment

Imaginative Response to Poetry

Self Assessment – judging your own work.

Q1. Did you include all of the items named on your

checklist?

A1. YES NO

Q2. If no, which ones did you miss out?

A2.

Q3. What do you think you did well in this critical essay?

A3.

Q4. What would you do better next time and why?

A4.

Peer Assessment – judging your friend’s work.

Q1. Did he/she include all of the items named on their

checklist?

A1. YES NO

Q2. If no, which ones did they miss out?

A2.

Q3. What do you think they did well in this critical essay?

A3.

Q4. What should they do better next time and why?

A4.

**Imaginative Writing – Poetry**

What did I do well in this essay?

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What are my targets for my next essay?

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End of Unit

Imaginative Poem

has successfully completed a unit on writing an imaginative poem.

Grade Achieved:

Date:

Teacher’s Signature:

Parental/Guardian signature and comment:

Unit Questionnaire

Imaginative Poetry

Q1. Name up to 3 things you enjoyed about this unit?

A1.

Q2. Was there anything you did not enjoy about this

unit?

A2. Yes No

Q3. If yes, what was it you did not enjoy and why?

A3.

Q4. Did your teacher make it clear what you were learning and how to do it well: Objectives and Success Criteria?

A4. Yes No

Q5. Do you understand why these were used?

A5. Yes No

Q6. How much homework time was spent on this task?

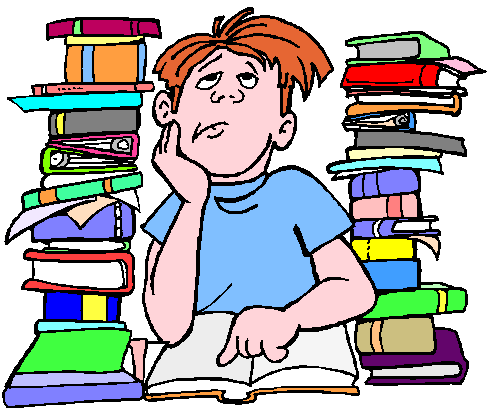
A6

Q7. What would you like your teacher to do differently

next time?

A7.

SRA:



Decoding